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ABSTRACT

This guide is divided into seven main sections. "How to Help Your Child Read" discusses the importance of being aware of your child, your schools, school-related factors, particular ways of helping your child in reading, and yourself. The Unit: "Help Me Help My Child" discusses assignment of pupil to teacher, grouping procedures, size of groups, reading consultant, remedial reading program, summer school, summer library program, and special personnel. "Organizational Patterns" discusses the Joplin Plan, team teaching, cooperative teaching, ungraded primary and self-contained classroom grouping. The "Materials" section discusses quality of authorship and content, basic materials, and supplementary programs. "Objectives of Reading" discusses the school's responsibility regarding initial reading experiences, development of skills, and reading attitude. "Reading Comprehension" discusses oral language interpretation and evaluation of reading. "Reading Word Attack Skills" discusses the basic skills necessary in a sound reading program, such as phonics, visual and auditory discrimination, vocabulary, etc. (WR)

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HOW TO HELP YOUR CHILD READ

- Awareness - Resources - Organization - Objectives - Skills

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Developed in cooperation with an instructional staff while I was a Director of Elementary Education.

Submitted by:

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Words 2,853

INTRODUCTION

Reading is a complicated thinking process based upon the ability to understand the written word.

Some children learn how to read quickly; others proceed slowly.

The reading program is planned to help each child become as successful a reader as possible. The program contains the best elements of COMPREHENSION (Example: following directions, organizing materials, central thought); WORK STUDY SKILLS (Example: references and charts and graphs); and, WORD ATTACK SKILLS (Example: phonics, context clues, shapes of words and letters). EACH OF THESE THREE ELEMENTS HAS ITS BEGINNING IN THE EARLY SCHOOL YEARS AND IS CONSTANTLY REVIEWED AND USED.

Reading is the base for effective learning. It receives the majority of pupil-teacher time and effort in the elementary schools. Effective guidance of the individual's progress in reading is of concern to the total elementary staff.

The vast majority of children are successful in learning to read. For those children encountering no difficulty in learning to read there are resources available to the teacher such as: Librarians, Reading Consultants, and Subject Matter Coordinators. For the children encountering difficulty in learning to read there are also resources available to the teacher: Specialized Reading Personnel, Resource Teachers, Summer School Program, Libraries, Learning and Development Specialists, Guidance Personnel, and Reading Clinics.

Elementary school libraries offer an excellent summer reading opportunity where communities keep them open and students are encouraged to use them.

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228

HOW TO HELP YOUR CHILD READ 6

A. BE AWARE OF YOUR CHILD 5

1. Know whether he has learned to walk and talk at about the time most children do. 15 3

2. Know whether his relationship with family, playmates, and other adults have been typical. 9 4

3. Know whether he has been able to develop a wholesome attitude toward himself and playmates. 11 4

4. Know whether his early group opportunities in Sunday School or nursery school have been typical. 10 5

5. Know whether he has been able to learn things as quickly as other children. 12 2

6. Know whether his pediatrician has discussed any particular problems of his development. 8 4

B. BE AWARE OF YOUR SCHOOLS 5

1. Know that there is a pre-school round up for your child the spring before he comes to kindergarten. 12 6

2. Know that parental interest and concerns should be shared with the building principal. 10 3

3. Know that the schools have many specialists available to help the child in school and before he comes to school. 10 10

142

4. Know what the general intelligence and achievement level is in the school district and your school (competition). 10 7

5. Know how the school district in general and your building in particular organizes the children for learning. 11 6

6. Know that the schools reflect the immediate cultural setting and also strive to modify and improve it. 9 8

C. BE AWARE OF SCHOOL RELATED FACTORS 6

1. Know your school's attendance area. 5
2. Know how well your school's voters support the schools. 9
3. Know who your board of education representative is and his relationship to the board. 10 4
4. Know how the community feels about the board. 8
5. Know your local PARENT-TEACHER ORGANIZATION officers. 7
6. KNOW HOW TO SERVE YOUR SCHOOLS. 6

D. BE AWARE OF SOME OF THE PARTICULAR WAYS OF HELPING YOUR CHILD IN READING 14

1. KNOWLEDGE OF WHAT IS BEING TAUGHT - Children want parents to know what is being taught and to some degree how well he is learning it. Parent/teacher conferences, grade level meetings, and special programs help the parent have a general knowledge of what is being taught. Any instance of pupil learning problems should be used as an opportunity to discuss with the teacher what, how, and when the child is learning. When the child has conveyed to you what he has learned, he is most proud of this, and the parent's receptive attitude is necessary. If it does not measure up to the quality you desire, contact the teacher. 11 14 8 12 11 12 13 11 13 4

2. ADJUSTMENT TO SCHOOL - Help him with a positive attitude on your part; show him how to get to school; have him go with other children who will also be in class with him; visit school before and during his first school experience; watch for signs of failure to adjust properly and discuss with the classroom teacher and building principal. Adjustment is a continual problem and not just one associated with the first day in kindergarten. Proper attitude toward the school and himself is an imperative. 11 14 12 11 10 10 9 8

3. DESIRE TO READ - Gradually developed through example; being read to; setting a value on the skill by the parent and the child; having opportunity to look at, feel, see, and develop favorites; conveying to the child the enjoyment that comes from reading; having older children set the example; following some reading readiness suggestions furnished by the school; developing some of the discriminating skills which automatically lead the child to a desire to read. 9 13 10 10 9 8 9 5

4. MUSCULAR COORDINATION - Opportunities to play large and small muscle games; to develop a wholesome attitude toward physical activities; games which are designed to develop muscular coordination. 8 9 9

5. GAMES - Games which help the child tell the likenesses and differences in sound, objects, letters, words, paintings, music, are valuable; games which help the child with large muscle and small muscle coordination and with eye/hand coordination should be utilized. Normal play activities of the child tend to develop 11 8 11 9 10

233

only the large muscles, and not always develop the finer muscle coordination needed for successful reading. 11 5

6. SPEAKING - Checking to see that the functional aspects of speaking are correct (enunciation, pronunciation, articulation); learning to describe accurately in sentences; using new words in building a varied speaking vocabulary; development of willingness to use new words and to give experiences where this is necessary; a feeling of importance of accurate description; taking time to listen to the excitement of the new experience, television show, or other high point of the day; again the importance of example cannot be overdone in peer group or adult. 10 6 10 9 12 10 10 12 6

7. LISTENING - (This is one of the most difficult skills for children to learn well). Have children listen carefully and critically to directions, stories, programs. Give some reason for listening so that it is done with a purpose. Discrimination in sounds, letters, words, music pitches, length of word, all play a part in later reading skills. There are listening records which are most useful. 11 10 9 11 12 10

8. SKILL TEACHING - If your child is an exception and gives evidence of being ahead or behind the typical child for his age, contact the school authorities for guidance. Generally the parent is best advised to help the child with the review factors of learning and learning the introduction of new skills to the teacher. There are, however, exceptions to this principle and these instances should be agreed upon by the teacher and the parent. Parents can teach their children some skills, but should be careful to set the learning 11 13 9 12 11 10 12 11

253

project up under the conditions which will be most conducive. 10
Home study should have short range purposes which parent, teacher 10
and child understand. 3

9. MATERIALS - Children should have an abundance of materials avail- 9
able. Most commercial materials are not harmful. However, the 8
parent should not set great stock on how well the child will do 13
because he has had a quantity of the commercial materials or be- 11
cause the child gives some evidence of knowing the materials. 10
There are excellent materials on the market and if a parent has 12
a question the teacher or principal is a good resource. Reading 11
tests, lists of basics, I.M.C., balanced program, opportunity to 9
apply skills, etc. 3

10. HOME STUDY - There should be a special place reserved in the home 12
for home study. The particular amount of time for this is best 12
established with the teacher. Habits are instilled early. Home- 9
work is primarily an extension of the material taught by the 11
teacher, but the child may still need some aid. Give aid spar- 12
ingly and judicially, but give it to the best of your ability. 11
Get advice from the teacher or principal if there is a question. 12

11. OPPORTUNITIES TO BE SHARED WITH YOUR CHILD - Oral reading - 9
listening - discussing - observing - guiding - silent reading - 6
recreatory reading - experiences such as observing, knowing, 7
using, finding, inquiring, developing interest. 5

215

B. BE AWARE OF YOURSELF 4

1. Am I accepting the competence of my child and his utilization of his competence? 12 2

2. Have I availed myself of the opportunities to find out how I might help my child? (Teacher, principal, others, literature) 13 7

3. Are my expectations in education for my child realistic? His or mine? 11 1

4. Am I aware of the relationship of myself, my child, his school and the community? 13 2

5. Am I helping to improve the schools and therefore, the learning opportunities for my child? 11 4

RESOURCES AVAILABLE TO HELP ME HELP MY CHILD 5 3

A. ASSIGNMENT OF PUPIL TO TEACHER 5

The principal assigns student to the teacher, on the basis of the information he has. Usually this is done in the spring. The principal is the contact person for any difficulties or information you feel is needed in making the assignment. 12 12 10 7

B. GROUPING PROCEDURE FOR LEARNING 4

(Team, Ungraded, Self-Contained, Cooperative, etc.) The principal has cleared with instruction. Department to organize his building 8 9

155

a particular way for learning. Questions should be addressed to 10
the building principal. 3

C. SIZE OF INSTRUCTIONAL GROUP 4

The school district has certain standards for pupil/teacher ratio. 10
These standards are used in setting up instructional staff for 10
buildings. Flexible grouping is a basic principle in learning 9
and the building principal has discretion in use of this principle 11
with large/small/average size groups. 6

D. READING CONSULTANT 2

The reading consultant/supervisor/specialist/resource is highly 8
skilled in reading work; has a vital role in determining the 11
reading program; and, works closely with the regular teacher and 10
remedial teachers as well as serving as a resource on any program 12
involving reading. Technically best qualified to evaluate a 8
reading problem or advise on a highly successful reader. 9

E. REMEDIAL READING PROGRAM 3

Program to help children with normal intelligence who have failed 10
to learn reading skills during the regular instructional procedure 9
and who will benefit by being instructed by remedial reading teachers 11
who are specialists in this field. The purpose is to help the child 13
return to the classroom as quickly as possible. Acceptance into 10
and dismissal from this program is at the remedial reading teacher's 11
discretion with counsel from the regular classroom teacher and the 10
building principal. Remedial reading is not clinical reading. 8

208

F. SUMMER SCHOOL PROGRAM 3

Should consist of several program parts taught by regular classroom teachers: 10 2

1. Remedial work for those needing remedial reading help. 8
2. Enrichment and extension work for those wishing it. 8
3. Literature and creative writing experiences for those wishing it. 7 2

G. SUMMER LIBRARY PROGRAM 3

The summer library program affords the child use of the school library several times a week. An adult is present to help the child in the selection of books, magazines, and other materials. 11 12 10

H. SPECIAL PERSONNEL 2

1. HOME-SCHOOL VISITING COUNSELOR - A social psychologist to help the child adjust to school environment. 8 7
2. NURSE - Physical health problems. 4
3. PSYCHOLIGIST/GUIDANCE COUNSELOR - Emotional and social adjustment problems related to school. 7 4
4. SPEECH THERAPIST - Aid children with speech disability (available to pre-schoolers). 8 2
5. SPECIAL EDUCATION CLASSES - Available to children who have perceptual difficulties, critical adjustment problems, or problems dealing with intelligence and behavior. 8 6 6

138

ORGANIZATIONAL PATTERNS 2

- Organizational Patterns for Reading - 4

Grouping for reading is inherent in any program wishing to be successful. 12
It must be practiced consistently. However, there are different organizational 10
patterns for grouping for reading. A brief explanation is given for each type: 13

A. SELF-CONTAINED CLASSROOM 3

The same teacher is responsible for all basic subjects. She is 11
helped in teaching art, music, and physical education periodically 9
at three levels and this teacher teaches all levels herself. 10

B. COOPERATIVE TEACHING 2

Two (2) or more teachers responsible for a group of children 10
usually consisting of one grade level. Each teacher teaches 9
the children in her area of strength, but not in all subjects. 12
Children would have two or more teachers for their basic sub- 10
jects. Class size may vary and child may be moved from one 12
section to another. Generally, the reading groups are arranged 9
so all are at, or near the same reading level. 10

C. TEAM TEACHING 2

It involves a distinct group of teachers (6-10) who assume joint 10
and simultaneous responsibility for planning, executing, and eval- 7
uating an educational program for a distinct group of pupils (usu- 10
ally two grade levels; example: grades 3 and 4). Children are 9
grouped on performance levels and assigned to a member of the 11
teaching team. A different teacher is usually had for each subject. 11

208

Flexible grouping employs the principles of needs, interests, performances, and activities. A child may move into another reading group with another teacher as his work indicates. 8 9 9

D. UNGRADED PRIMARY 2

This is a method of organizing by which each pupil is allowed to progress through school at his own pace. He is primarily responsible to one teacher for his basic subjects. It provides opportunities for individually "tailored" instructional program. 13 11 10 5

E. JOPLIN PLAN 2

A plan for reading groups based upon performance levels. Child goes to a teacher for reading instruction where he is with other children performing at same level in reading. He is with same teacher except for reading generally. 10 12 11 5

F. CROSS-AGE/CROSS-GRADE GROUPING 5

Children are grouped for reading and other basic subjects on the basis of performance and not by age or grade. They are regrouped by age and grade for certain subject areas such as social science, science, art, music, physical education. 11 12 12 5

MATERIALS 1

A balanced purchasing program in reading follows as guidelines: 9

A. QUALITY OF AUTHORSHIP 3

B. QUALITY OF CONTENT 3

168

C.	RELATIONSHIP to INSTRUCTIONAL NEEDS	4
D.	RELATIONSHIP to ORGANIZATIONAL PATTERN	4
E.	MOTIVATIONAL ELEMENTS for LEARNER and TEACHER	6
F.	COMPREHENSIVENESS of PROGRAM	3
G.	BASIC READING MATERIALS	3
	(Aimed at minimal program of skills for all children)	9
	1. Reading Readiness Materials	3
	2. Basic Reading Program	3
	3. Multi-Level Readers	3
	4. Literature Program	2
	5. Independent Work-Study Skill Program	5
H.	SUPPLEMENTARY PROGRAM	2
	1. Room Library	2
	2. Instructional Materials Center (Library plus)	5
	3. Trade Books	2
	4. Enrichment Readers	2
	5. Co-basal Texts	2
	6. Individualized Reading Materials	3
	7. Remedial Readers	2
	8. Audio-visual Materials	3
	9. Electronic Equipment and Materials	4
		72

OBJECTIVES 1
of 1
READING 1

TO PREPARE EACH CHILD FOR SUCCESSFUL INITIAL EXPERIENCES IN READING, THE 11
SCHOOL SHOULD PROVIDE OPPORTUNITIES FOR CHILDREN: 6

A. To make an adjustment to school 6

B. To stimulate their desire to read 6

C. To develop muscular coordination 4

D. To develop speaking and listening skills 6

E. To be able to discriminate accurately in sizes, shapes, arrangements, 10
and in sounds 3

F. To interpret written words 4

G. To recognize words, phrases, and sentences through use of context, 10
word form, and picture clues 5

H. To learn skills essential to success in silent and oral reading 11

TO DEVELOP EACH CHILD'S READING SKILLS AS QUICKLY AND THOROUGHLY AS HE IS 13
ABLE, THE SCHOOL SHOULD PROVIDE OPPORTUNITIES FOR CHILDREN: 8

A. To be instructed in reasonably sized groups, with quality teacher and 11
material 1

B. To receive a balanced instructional program of word-attack skills, 10
work-study skills and comprehension 5

C. To have their skill levels checked continuously 7

D. To be assisted by classroom teacher, specialist, and programs if there 11
is evidence of individual need for advanced or remedial reading 10
opportunities 1

162

E. To apply their new skills widely in literature, library, other academic areas. 11 1

F. To have their progress reported to parents and themselves in accurate understandable manner as needed and as scheduled. 11 7

TO DEVELOP A POSITIVE ATTITUDE TOWARD LIFE-LONG UTILIZATION OF READING SKILLS, THE SCHOOL SHOULD PROVIDE OPPORTUNITIES FOR CHILDREN: 11 8

A. To develop personal motivation for use of the reading skills 10

B. To apply the reading skills in all of the academic areas and areas of student's interest and need 13 5

C. To apply reading skills individually or in groups in a convenient physical surrounding conducive to development of proper attitudes 11 8

D. To observe the adult examples of the continued application and utilization of the skills 10 4

READING COMPREHENSION 2

A. ORAL LANGUAGE 2

1. Forming sentences 2
2. Oral recall from memory 4
3. Strengthening meaning associations 3
4. Improving speech 2

125

B.	INTERPRETATION	1
	1. Gathering main ideas	3
	2. Making inferences	2
	3. Pictures in sequence	3
	4. Noting detail	2
	5. Seeing relationships	2
	6. Comprehending phrase meaning	3
	7. Comprehending sentence meaning	3
	8. Making judgments	2
	9. Drawing conclusions	2
	10. Anticipating outcomes	2
	11. Recognizing story and plot	4
	12. Generalizing	1
	13. Identification of character traits	4
	14. Evaluation of character traits	4
	15. Locating specific information	3
	16. Verifying an opinion	3
	17. Proving a point	3
	18. Choosing appropriate meaning	3
	19. Identifying root word	3
	20. Comprehending meanings	2
C.	EVALUATION OF READING	3
	1. Comparing varying sources	3
	2. Selecting suitable sources	3
	3. Judging an author's statement	4
	4. Distinguish true, untrue, etc.	4
		72

D.	ADJUSTING METHOD TO PURPOSE OF READING	6
E.	DISCRIMINATION AND VARIETY APPLIED TO READING	6
	READING WORK-STUDY SKILLS	4
	(These are location - resource skills)	5
A.	DICTIONARY - Developed as an illustration	5
	1. Finding more than one meaning	5
	2. Alphabetical sequence	2
	3. Understanding printed word	3
	4. Choosing appropriate meaning	3
	5. Comprehending simple definitions	3
	6. Identifying root words	3
	7. Using sentence context to determine appropriate meaning	7
B.	INDEX	1
C.	REFERENCE BOOKS, CARD FILES	4
D.	TABLE OF CONTENTS	3
E.	ENCYCLOPEDIAS	1
F.	FOOTNOTING	1
G.	READER'S GUIDE	2
H.	CARD CATALOG	2
I.	NOTE TAKING	2
J.	ALPHABETIZING (by first letter, by first and second letter, etc.)	10
K.	VISUALS SUCH AS: graphs, charts, maps, cartoons, slides, pictures,	9
	films, filmstrips	2
		89

L.	VARIETY OF SOURCE MATERIALS SUCH AS: bibliography, autobiography,	8
	drama, biography, poetry, classical, historical, fiction, non-fiction	7
	READING WORD ATTACK SKILLS	4
A.	VISUAL DISCRIMINATION	2
	Likenesses and differences in size, shape, arrangement of letters	9
	and words	2
B.	AUDITORY DISCRIMINATION	2
	Perception of rhyme and initial consonant sounds, syllables, accents,	9
	vowels, blends, etc.	3
C.	PHONETIC SKILLS	2
	1. Vowel principles	2
	2. Accent principles	2
	3. Visual-auditory perception of consonant, vowels, blends, etc.	8
D.	STRUCTURAL ANALYSIS	2
	1. Words formed by adding suffixes, prefixes or letter combinations	9
	to base words	3
	2. Inflectional forms	2
	3. Syllabication	1
	4. Compounds	1
E.	VOCABULARY	1
	1. Gaining concepts through decision	4
	2. Clarifying word meanings	3
		86

3.	Antonyms, synonyms, homonyms	3
4.	Using context clues	3
5.	Effect of accent on word meanings	6
6.	Words with multiple meanings	4
7.	Using dictionaries and glossary	4
8.	Using visual and varied sources	5
F.	SIGHT VOCABULARY	2
1.	Comparing words	2
2.	Recognition of word form by use of meaning clues	9
3.	Discriminating between words similar in sound and form	8
4.	Associating meaning with printed word	5
5.	Strengthening and classifying meaning	4
6.	Noting characteristics of word form	5
G.	MOTOR SKILLS	2
1.	Left to right visual progression	5
2.	Eye/hand coordination	3
		70